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ABSTRACT

Changes in secondary school curricula during the past ten years prompted the College Entrance Examination Board to investigate the impact of these changes on the academic preparation of college bound students. A feasibility study revealed that students could give valid accounts of their educational experiences. One of a series of eight reports, covering the various disciplines, this study surveyed juniors and seniors in schools in four geographic regions who took either the American History and Social Studies test or the European History and World Cultures test of the CEEB during 1965-66. The report is divided in three major parts: an over-all view of courses in history and the social sciences which these students had taken; what was included in these courses and how, in brief, some of them were taught; and what was the preparation of the students in the areas covered by the tests. Analyzed are periods of time covered, supplementary reading materials, grade level of course offerings, required courses, world areas studied, textbook use, and assignments. A followup in 1970 or 1975 is suggested for comparison and to facilitate the evaluation of the impact of changes and new materials. Tables are provided and an appendix details the design and administration of the survey. (JMB)

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TEST DEVELOPMENT REPORT
TDR-69-7 FEBRUARY 1969

A Survey of the Teaching of History and Social Studies in Secondary Schools

Elisabeth G. Kimball
Test Development Division, ETS

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A SURVEY OF THE TEACHING OF HISTORY AND SOCIAL STUDIES IN SECONDARY SCHOOLS 1965-1966

Preface

Probably more changes have occurred in secondary school curricula during the past ten years than in any previous decade in our nation's history. The impact of these changes on the academic preparation of college bound students is a real concern to the College Entrance Examination Board, which prepares achievement tests for college admissions programs. To obtain factual information on what individuals actually study in secondary school, the College Board supported a survey of about 38,000 students who took achievement tests during the 1965-1966 academic year. These students represented more than 7,500 secondary schools throughout the United States.

Even before the survey was initiated, the question of whether or not students both could and would give valid accounts of their educational experiences was investigated. The results of this feasibility study, which was conducted in about 50 secondary schools for seniors studying French and chemistry, showed a satisfactorily high agreement between teachers' and students' responses to the same questions. (Donald Malcolm, 1965. Document prepared for use only by the Committee on Examinations.) As might be expected, this agreement was highest for students most recently taught. However, even as far back as grade 9, there was an over-all mean student-teacher agreement of 70 per cent. In the case of highly factual questions, percentages ranged from 90 to 100 per cent. Interviews carried on in a selected sample of these 50 schools showed that student responses to questions that were unambiguous in meaning were valid even in the case of recall over three and four years.

At the onset, these data were to be used only for developing better achievement tests. However, as the study progressed, their potential usefulness to a wider audience of educators became more apparent. The fact that College Board achievement tests are taken by only a fraction of college entrants is an inherent limitation in the use of these data. However, extensive information such as that collected for this study is highly relevant to many current issues in secondary education.

Consequently, with the permission of the College Entrance Examination Board, Educational Testing Service is publishing these results in a series of eight reports, one in each of the following subjects: English, history, biology, chemistry, physics, mathematics, Latin, and modern foreign languages (French, German, and Spanish). The authors of these reports are all subject matter specialists in the Test Development Division of Educational Testing Service. Special consultants assisted these authors in identifying the findings in each field that would be of the greatest importance and interest to the educational community. Details on the study design and the over-all administration appear in an appendix at the end of this report.

Elizabeth W. Haven
Project Director

Acknowledgments

It would be practically impossible to cite all of those who contributed to this project. However, special commendation should be given to the thousands of students who took time to complete the lengthy and complicated questionnaires, and to the secondary school principals who encouraged the students to participate in this research. It is very much to the credit of young people that 70 per cent of the students who received their questionnaires in June completed and returned their forms with no additional followup required.

The author wishes to express her appreciation to Mrs. Dorothy W. Hamilton, Director of Social Studies, Herricks Public Schools, New Hyde Park, New York, who served as special consultant in the writing of this report, and to Richard L. Burns, Dorothea S. Fisher, Elizabeth W. Haven, David E. Loye, Earl G. Medlinsky, and W. Miles McPeek.

Introduction

The information on which this report is based was gleaned from the questionnaire completed by a sample of the students who took either the American History and Social Studies test or the European History and World Cultures test of the College Entrance Examination Board during the academic year 1965-1966. Table 1 summarizes information about the respondents who were juniors and seniors in public, Roman Catholic, and independent and other schools in the four regions: Northeast, South, Midwest, and West. The seniors reported by semester their social studies courses through the first semester of the senior year; the juniors, as of the end of their junior year (Table 2). Although approximately the same number of respondents had taken each of the tests, the percentages presented in this report have been weighted to reflect the fact that the American History and Social Studies test is taken by a far greater number of students than the European History and World Cultures test and so maintain the balance which pertains in the total test population.

TABLE 1

Summary of Respondents

		Number Invited to Participate	Number Returning Usable Forms	Per Cent Return
Seniors:	Men	1,522	856	56%
	Women	1,114	733	66%
	Total	2,636	1,589	60%
Juniors:	Men	1,033	622	60%
	Women	780	501	64%
	Total	1,813	1,123	62%

Note: The seniors had taken a test in either December 1965 or January 1966. The juniors had taken a test in May 1966.

TABLE 2

Courses Studied

Course Title	Percentages of Seniors								Percentages of Juniors					
	Grade 9		Grade 10		Grade 11		Grade 12		Grade 9		Grade 10		Grade 11	
	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2	Sem. 1	Sem. 2
American or United States History	2%	2%	5%	6%	75%	75%	20%	17%	1%	1%	3%	3%	81%	82%
Advanced Placement American History	*	*	*	*	4	4	3	3	*	*	*	*	6	5
State or Local History	5	6	*	*	*	*	*	*	3	4	*	*	*	*
World History	22	24	39	39	3	3	2	3	16	17	33	33	2	2
Ancient and/or Medieval History	9	9	2	2	*	*	*	*	17	18	3	3	*	*
Modern European or European History	1	*	5	6	1	1	2	2	2	1	8	9	3	4
Advanced Placement European History	3	*	*	*	*	*	*	1	2	*	*	*	*	*
Modern or Contemporary History	*	*	1	1	*	*	2	2	*	*	2	1	*	*
World Cultures (usually a combination of geography and history)	5	5	4	4	*	*	*	*	5	5	5	5	*	*
Civics, Citizenship, or the Constitution	20	18	*	*	*	*	3	1	17	16	*	*	*	*
American Government	*	*	*	*	*	*	20	15	*	*	*	*	*	*
International or Foreign Relations	*	*	*	*	*	*	2	3	*	*	*	*	*	*
Political Science	*	*	*	*	*	*	2	1	*	*	*	*	*	*
Economic Geography or Commercial Geography	2	2	*	*	*	*	*	*	2	2	*	*	*	*
Geography or World Geography	13	12	1	1	*	*	*	*	14	13	*	*	*	*
Economics	*	*	*	*	*	3	12	17	1	*	*	*	*	2
Problems of Democracy or Social Problems	*	*	*	*	*	*	21	21	*	*	*	*	*	*
Psychology	*	*	*	*	*	*	3	2	*	*	*	*	*	2
Sociology	*	*	*	*	*	*	3	6	*	*	*	*	*	*
Other Courses	*	1	*	*	*	*	3	4	1	1	1	1	*	1

*Percentages less than 1.0

The report falls into three major parts: an over-all view of courses in history and the social sciences which these students had taken; what was included in these courses and how, in brief, some of them were taught; and lastly, what was the preparation of the students who took each of the two tests in the areas covered by the tests.

Courses Taken

In respect to the courses taken the pattern as shown in Table 2 does not differ in any striking way from that which has been traditional in the United States for the past twenty-five years.

The ninth grade social studies course taken by a large percentage of students was Civics. World History was also taken in the ninth grade although slightly more juniors and seniors had such a course in the tenth grade. World Geography, if taken, was also studied in the ninth grade. European or Modern European History was more commonly a tenth grade course, though it was taken by only a small percentage of either juniors or seniors in any year. This diversity of courses in the two lower grades perhaps indicates a coming change which had, at the time of this survey, not yet influenced the pattern of courses in the two higher grades. American History was taken chiefly in the eleventh grade but sometimes in the twelfth, whether as a one-year course or as the second year of the two-year course required by some states is not evident.

Problems of Democracy—and more specialized courses such as Economics, American Government, and Sociology which could replace Problems of Democracy—were also taken in the twelfth grade. The extent and timing of the teaching of what can loosely be called world cultures is hard to evaluate. The few students who had a course which they could categorize by this name took it in any grade. The fact, as will be seen, that a sizable percentage of students reported more than two weeks spent on these areas is encouraging, but without information of the kind of course in which the work was done, little more can be said. It is probable that most of it was in units in World Geography or perhaps in World History courses.

The reverse is equally interesting. Courses which were taken by less than 1 per cent of the sample included African History, English or British History, Latin American History,

Russian or Soviet History, Comparative Government, Consumer Economics, Anthropology, and Social Psychology. Asian or Far Eastern History was taken only in one semester by as many as 1 per cent of the juniors in the sample.

The preparation of both seniors and juniors in three types of schools, public, Roman Catholic, and independent and others in all regions of the country was, with trifling exceptions, found to have been the same.

In all areas of the social studies the possible changes suggested by a comparison of the courses taken by juniors and seniors could indicate the beginning of new trends or may merely be a characteristic of this particular sample. At the time of the survey, however, the various new curriculum projects currently being undertaken in the social studies appear to have had little impact on student preparation throughout the country as far as college-bound students were concerned.

The students were not asked questions about the content of their history courses other than what chronological periods were covered and what percentage of time was spent on each. Thus little can be learned about whether a course was presented as a survey, as one which stressed developments such as urban history, intellectual history, or one which emphasized particular periods, the Renaissance, Reconstruction, or the like, or whether or not the inductive approach was used.

Another follow-up survey undertaken on a comparable population in 1970 or 1975, after some of the currently new curricula have had a wider impact, would provide material for comparison and facilitate the evaluation of the impact of changes and new developments; it could also provide information on points not covered in the present survey.

How Courses Are Taught

The six general areas that are most commonly included under the rubric of the social studies in secondary schools are: American history, world history, European or modern European history, nonwestern areas which may, for convenience, be loosely described as world cultures, economics, and problems of democracy or social problems.[1]

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[1]A few of the students in the sample had advanced placement work in American history—7 per cent of the seniors, 6 per cent of the juniors—or in European history—11 per cent of the seniors, 7 per cent of the juniors. To what extent this circumstance affected the replies,

American History

In the questionnaire the content of American History courses was divided into five periods of different length: Before the Constitutional Convention (1787); between 1787 and the end of the Civil War (1865); between 1865 and the end of the First World War (about 1920); between 1920 and the end of the Second World War (1945); and between 1945 and the present (1965). The student was asked to indicate the percentage of the time devoted to each period in his course.

TABLE 3

Percentages of Time Spent in American History Courses on Each of the Following Periods (percentages of seniors)

Per Cent of Course Time	Before 1787	Between 1787 and 1865	Between 1865 and 1920	Between 1920 and 1945	Between 1945 and 1965
None	5%	2%	6%	14%	29%
10%	40	10	11	24	44
20%	34	29	39	41	18
30%	14	32	30	16	5
40%	4	16	10	3	2
50% or more	3	11	18	1	3

What the figures in Table 3 tell about the coverage of the American History courses taken by the respondents to the questionnaire is uneven. For most of these students the emphasis was on the years from 1787 to 1920. The two short periods after 1920 received decreasing attention. For the years before 1787, the year of the establishment of the federal government, the information is unsatisfactory. Did a course begin with the voyages of Columbus, with the background of the Revolution, or with the formation of the Confederation, did it skim evenly over some or all of these topics, or did it treat the more recent of them in greater detail?

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particularly of seniors, to the question about time spent on American or European history, on the various periods listed, or on the amount and kind of supplementary reading done is not certain. Although the advanced placement candidates in both groups are a small percentage of the whole, in the matters mentioned their influence may well exceed their numbers.

The table below gives some slight indication of the techniques used in teaching courses in American History.

TABLE 4

Frequency of Assignments or Class Discussions in American History Involving Interpretation of Graphs or Charts and Meaning of Cartoons

Frequency	Per Cent of Seniors	Per Cent of Juniors	Percentages of Seniors in Public Schools	Roman Catholic Schools	Independent and Other Schools[2]
Graphs and Charts					
Never	24%	39%	22%	27%	37%
1 to 4 times	52	45	52	51	52
5 plus	24	15	25	22	12
Cartoons					
Never	23	34	22	28	34
1 to 4 times	56	52	57	53	54
5 plus	21	13	22	19	12

Less than a quarter of the students had dealt with interpretation of graphs or charts more than a few times in their courses. Why juniors should report less experience with these stimulus materials than seniors is mysterious. There seems to have been less use of materials of this type in independent and other schools than in public or Roman Catholic; regional differences are slight.

Another indication of the way a course was taught is to be gained from the information about the use of textbooks and the amount of supplementary reading.

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[2]Schools included under "other" were chiefly non-Roman Catholic parochial schools; they were only a small part of the schools in this category.

Students were given a list of seventeen commonly used texts and asked to check the one they had regularly used. There was also space to write in the name of a text not on the list. The extent of the use of textbooks is shown in the following table.

TABLE 5

Textbook Reading as Percentage of Total Reading in American History Courses

Percentage of Reading from Basic Text	Per Cent of Seniors	Per Cent of Juniors	Percentages of Seniors in		
			Public Schools	Roman Catholic Schools	Independent and Other Schools
No basic text	2%	3%	1%	*	12%
Less than 50%	16	19	16	18%	15
About 50% to 75%	27	26	27	25	32
About 76% to 95%	36	34	37	34	26
More than 95%	19	18	19	22	15

* Less than 1.0 per cent

It is clear that for the greater number of students the course in American History was a textbook course. Only for schools in the independent and other category did even a small percentage of students indicate that the course they took had been conducted without a textbook. The texts checked or listed by the students as the ones they used indicate wide diversity with no one predominating. Three texts were used by approximately half the respondents.

The extent to which supplementary reading was done is shown in the following table.

TABLE 6

Supplementary Reading in American History Courses

(in addition to basic text)

Approximate Number of Pages Read	Per Cent of Seniors	Per Cent of Juniors
None	7%	4%
Some but fewer than 100	14	11
Between 100 and 499	29	24
Between 500 and 1000	25	27
More than 1000	26	33

Number of Books Read	Per Cent of Seniors	Per Cent of Juniors
None	22%	18%
One	12	12
Two	9	12
Three	6	9
Four	7	8
Five or more	24	33
Do not remember	22	8

Over three-quarters of the students read in excess of 100 pages in addition to the textbook, and just over one-half of them in excess of 500 additional pages. The figures for the number of additional books read are polarized at the ends of the listing. Over one-fifth of the students remember reading at least five additional books. Another one-fifth had not done any additional reading. Presumably some of the outside reading as listed in pages was done in magazines and newspapers. The books reported as read varied widely in difficulty and in value, some indicating intensive work, others extensive. Since there is no information on how the books were used or which ones were read by the same student, it is hard to evaluate this supplementary reading. Obviously for some it could have been very worthwhile; for others its value seems questionable. In evaluating figures on additional reading, allowance should be made for the fact that seven per cent of the seniors and six per cent of the juniors were taking or had taken advanced placement work in American history.

World History

For over half the seniors and just under half the juniors the course in World History began about 3000 B.C. For approximately one-half, the most recent period covered was 1960; another 30 per cent reported that they had reached 1940 (Table 7). These figures would indicate a survey course, a conclusion which is supported by the figures on the percentage of course time devoted to different periods, the emphasis being on the years A.D. 500 to 1914 (Table 8). Whether this coverage was general as to subject and country or what the emphases were is not known. Four-fifths of the students spent at least 30 per cent of their course time on the period between 1450 and 1914.

TABLE 7

Chronological Coverage of World History Courses

Approximate Starting Date	Per Cent of Seniors	Per Cent of Juniors	Percentages of Seniors in		
			Public Schools	Roman Catholic Schools	Independent and Other Schools
3000 B.C.	59%	49%	58%	69%	42%
500 A.D.	13	12	13	14	10
1500 A.D.	3	2	3	3	5
1700 A.D.	2	*	2	...	3
1900 A.D.	*	*	*	...	2
Most Recent Period Covered					
1800	7	9	6	8	16
1870	3	4	3	3	*
1900	5	6	4	10	3
1920	7	7	7	6	12
1940	30	24	31	26	20
1960	48	50	47	48	49

*Less than 1.0 per cent ... Indicates zero frequencies

TABLE 8

Percentages of Time Spent on Each of the Following Periods in World History Courses (percentages of seniors)

Per Cent of Course Time	Before A. D. 500	Between 500 and 1450	Between 1450 and 1914	Between 1914 and 1965
None	13%	4%	2%	13%
10%	38	13	4	23
20%	26	33	14	27
30%	13	33	31	20
40%	5	11	26	9
50% or more	5	5	22	7

Any consideration of the World History course by type of school indicates that in public and Roman Catholic schools courses in World History began earlier than similar courses in independent and other schools, perhaps because such courses were more in the nature of surveys. Among regions there was little difference except that the courses taught in schools in the Midwest seem to have been more survey in type than those taught elsewhere.

The students were given a list of textbooks in common use to check the title they had used; they were also given the opportunity to write in the name of a work not on the list. The textbooks which the students checked or listed were numerous and no one title was used by any significant percentage of students. Many of the texts mentioned stress the history of Western Europe at the expense of that of other parts of the world. This circumstance would indicate that the coverage of most courses was not truly that of a World History course. The list of books read for supplementary reading is as varied as that supplied for courses in American History. A review of the titles again indicates an emphasis on Western European history. The amount of this supplementary reading as shown in Table 9 is difficult to evaluate. Over half the students reported that they had read in excess of 100 pages in addition to the text. On the other hand, a large number indicated no reading to supplement the textbook, or inability to remember how many or what books they had read.

TABLE 9

Supplementary Reading in World History Courses

(in addition to basic text)

Approximate Number of Pages Read	Per Cent of Seniors	Per Cent of Juniors	Percentages of Seniors in Public Schools	Roman Catholic Schools	Independent and Other Schools
None	15%	11%	14%	19%	18%
Some but fewer than 100	22	23	21	28	17
Between 100 and 499	28	28	28	27	21
Between 500 and 1000	17	21	18	14	15
More than 1000	18	17	18	13	29
Number of Books Read					
None	39	34	37	46	26
One	8	10	7	9	19
Two	6	4	5	6	4
Three	4	5	4	5	4
Four	4	5	4	2	*
Five or More	10	15	11	5	12
Do not remember	30	27	31	26	35

* Less than 1.0 per cent

European History

While for approximately one-fourth of both the seniors and juniors courses in European History began as early as 3000 B.C., for many such a course commenced with A.D. 500 or A.D. 1500. Although the time periods listed are uneven in length it seems safe to conclude that it was the years after 1450 that received the greatest attention. Just how the emphasis was distributed among the centuries or what topics were stressed is not known.

TABLE 10

Percentages of Time Spent in European History Courses on Each of the Following Periods (percentages of seniors)

Per Cent of Course Time	Before A. D. 500	Between 500 and 1450	Between 1450 and 1815	Between 1815 and 1914	Between 1914 and 1965
None	48%	20%	7%	12%	21%
10%	30	27	9	14	26
20%	15	30	29	28	23
30%	3	12	24	25	17
40%	2	5	15	12	6
50% or more	2	5	16	9	7

The textbooks cited by the students, who were given no checklist for this subject, are in many cases the same as those checked by students in World History courses. The number of pages and books read in addition to the text as shown in Table 11 would indicate that some students, particularly in independent and other schools, did considerable supplementary reading. The books listed are so numerous and so varied in quality that it is difficult to evaluate what any one student might have read. The possible influence of students in advanced placement courses in European History should be remembered.

TABLE 11

Supplementary Reading in European History Courses
(in addition to basic text)

Approximate Number of Pages Read	Per Cent of Seniors	Per Cent of Juniors	Percentages of Seniors in Public Schools	Roman Catholic Schools	Independent and Other Schools
None	24%	12%	23%	33%	18%
Fewer than 100	23	24	23	29	12
Between 100 and 499	21	24	22	11	24
Between 499 and 1000	15	23	14	11	24
More than 1000	18	18	18	16	22
Number of Books Read					
None	42	31	41	50	39
One	7	10	7	12	2
Two	7	10	7	8	4
Three	4	4	5	...	3
Four	3	5	2	1	6
Five or more	13	16	12	15	19
Do not remember	24	24	25	14	28

... Indicates zero frequency

World Cultures

As shown in Table 12, the students were asked to indicate the amount of time in weeks that they had spent in history, geography, or other social studies courses on five areas of the world, which for the purposes of this discussion will be subsumed under the general heading of world cultures. These areas were listed in the questionnaire as North Africa or Southwest Asia (the Middle East-United Arab Republic, Turkey, Saudi Arabia, Israel, etc.); Africa South of the Sahara; East, Southeast, or South Asia (China, Japan, Indonesia, India, etc.); Russia and/or the Soviet Union; and Latin America.

Africa South of the Sahara showed the highest proportion of students (28 per cent) who had had no work in that area. That region also showed the smallest proportion of students spending more than 4 weeks on its study. A majority of the students who studied Africa South of the Sahara spent less than 2 weeks on it.

TABLE 12

Amount of Time Spent in Study of the Following Geographic Areas

	Per Cent of Seniors	Per Cent of Juniors
North Africa or Southwest Asia (the Middle East—United Arab Republic, Turkey, Saudi Arabia, Israel, etc.)		
None	16%	21%
Some but less than 2 weeks	36	32
2 to 4 weeks	31	31
5 to 8 weeks	12	10
More than 8 weeks	5	6
Africa South of the Sahara		
None	28	35
Some but less than 2 weeks	45	37
2 to 4 weeks	20	20
5 to 8 weeks	5	7
More than 8 weeks	1	1
East, Southeast, or South Asia (China, Japan, Indonesia, India, etc.)		
None	10	13
Some but less than 2 weeks	23	22
2 to 4 weeks	36	32
5 to 8 weeks	22	23
More than 8 weeks	9	10
Russia and/or the Soviet Union		
None	8	14
Some but less than 2 weeks	19	23
2 to 4 weeks	35	28
5 to 8 weeks	26	26
More than 8 weeks	12	9
Latin America		
None	15	17
Some but less than 2 weeks	28	30
2 to 4 weeks	35	31
5 to 8 weeks	17	17
More than 8 weeks	6	5

North Africa or Southwest Asia and Latin America received slightly more emphasis, which may or may not in the case of Latin America represent a relatively recent development.

East, Southeast, or South Asia and Russia and/or the Soviet Union were the two areas receiving the greatest emphasis. For both of those areas the largest percentages of students spent between 2 and 4 weeks on the area, but over one-fifth spent between 5 and 8 weeks. Nothing was asked about the type of course in which this work was done; nor is it possible from the replies to the questionnaire to know whether it was the same students who had work in more than one area. There seems to have been little difference between public and Roman Catholic schools. A slightly higher percentage of students from independent and other schools reported no work in all of the areas with the exception of Asia. Regional differences were slight.

Economics

As Table 2 and the following Table 13 show, Economics, when taken, was for most students a senior course. This fact no doubt accounts for the large percentage having had one semester at the time they filled out their questionnaire. One-fourth of the seniors had taken a course in Economics, which probably represents the increased popularity of this course in recent years. Economics was less commonly taught in the schools of the South and West than in those of the Northeast and Midwest. A great variety of texts were reported by the students.

TABLE 13

Economics Courses

Semesters Taken	Per Cent of Seniors	Per Cent of Juniors	Percentages of Seniors in						
			Public Schools	Roman Catholic Schools	Independent and Other Schools	North-east	South	Mid-west	West
None	72%	93%	71%	75%	70%	68%	78%	70%	80%
One	24	4	25	19	23	26	17	26	20
Two	4	3	4	6	7	6	5	3	*
Three or more	*	*	...	*	...	*	...	...	...

* Less than 1.0 per cent ... Indicates zero frequencies

Problems of Democracy

While courses in Problems of Democracy or Social Problems were taken more frequently than were courses in Economics, the figures in Table 14 may reflect a lessening in recent years of the traditional popularity of Problems of Democracy courses. Almost half of the seniors had not taken such a course. If taken, it was, like Economics, a senior year course.

TABLE 14

Problems of Democracy Courses

Semesters Taken	Per Cent of Seniors	Per Cent of Juniors	Percentages of Seniors in: Public Schools	Roman Catholic Schools	Independent and Other Schools	Northeast	South	Midwest	West
None	47%	82%	46%	43%	61%	50%	44%	43%	42%
One	32	6	32	36	22	30	36	37	31
Two	16	9	16	18	13	16	13	15	19
Three	3	2	4	2	4	3	5	2	6
Four or more	2	1	2	*	3	2	*	2	2

*Less than 1.0 per cent

Differences among types of schools show that Problems of Democracy was not as frequently taught in independent and other schools as in public and Roman Catholic schools, or in the Northeast as elsewhere in the country. Some of this difference may be due to the preponderance of independent schools in the Northeast.

Students who had had courses in Problems of Democracy were asked to break down the amount of time spent among seventeen listed topics and to add others to which comparable amounts of time had been devoted in their courses. Of the listed topics least time was devoted to agriculture (57%),[3] conservation (55%), mental health (37%), family problems (45%), teen-age problems (47%), and choosing a vocation (36%); those to which most time was devoted were United States government and foreign policy (77%), democracies and dictatorships (85%), and communism (82%). Many of the topics in the first group may have been taught in the second

[3]The figures are per cents of seniors reporting any time spent on the topic.

semester and so had not as yet been studied when the questionnaire was filled out. A review of the additional topics listed by the students suggests that a course in Problems of Democracy may have afforded some teachers an opportunity to teach a unit on the subject of their greatest interest or on some topic of community concern.

Preparation of Candidates Taking Each Test

We may now turn to a consideration of the preparation of the candidates who took the American History and Social Studies test and the preparation of those who took the European History and World Cultures test.

American History

The preparation of students taking the American History and Social Studies test in American History is shown in the following table.

TABLE 15

Preparation in American History of Students Who Took the American History and Social Studies Test

Semesters Taken	Per Cent of Seniors	Per Cent of Juniors	Percentages of Seniors in						
			Public Schools	Roman Catholic Schools	Independent and Other Schools	North-east	South	Mid-west	West
None	*	*	*	*	2%	*	*	1%	1%
One	8%	13%	6%	12%	32	10%	7%	6	5
Two	66	76	68	65	44	54	77	82	79
Three	17	5	18	15	14	25	6	8	9
Four or more	8	5	8	7	8	10	9	3	6

*Less than 1.0 per cent

The students taking the American History and Social Studies test had had, for the most part, two or more semesters of American history. Only 8 per cent of the seniors and 13 per cent of the juniors had had but one semester; some of these seniors may have been among those who took the course in the senior year. The very few who had no course work in American history had presumably done some work out of course or in earlier grades. There were more candidates in independent and other schools who took the test after only one semester in the subject. Conversely, as one moves away from the Northeast more candidates took the test with the traditional two

semesters of preparation. The number of three and four-semester candidates in the Northeast probably includes some advanced placement candidates.

With regard to the areas included in the social studies portion of the American History and Social Studies test the preparation of the candidates is less specifically indicated. Some of the seniors had had in the first semester American Government (20%), Economics (12%), Problems of Democracy (21%), or in much smaller numbers other courses in the general areas included under the rubric of social studies. Of the juniors only a very small number had had such courses. Both groups, 20 per cent of seniors and about 16 per cent of juniors, had had Civics in the ninth grade.

European History

The preparation of the students who took the European History and World Cultures test could have consisted of a course in World History, in European or Modern European History, some work in one or more of the areas which make up world cultures, or in any combination of these. The following table shows the extent of their preparation in World history and European history.

TABLE 16

Preparation in World History and European History of Students Who Took the European History and World Cultures Test

Semesters Taken	Per Cent of Seniors	Per Cent of Juniors	Percentages of Seniors in: Public Schools	Roman Catholic Schools	Independent and Other Schools	Northeast	South	Midwest	West
World History									
None	11%	19%	8%	8%	30%	12%	10%	10%	8%
One	8	4	9	5	6	8	5	7	15
Two	63	58	64	73	45	60	67	73	63
Three	9	5	9	8	6	11	3	5	7
Four or more	9	14	9	5	13	10	15	5	7
European or Modern History									
None	45	43	49	51	13	38	46	56	59
One	23	11	22	16	39	23	28	24	20
Two	22	43	21	24	31	26	18	16	16
Three	7	4	7	5	7	9	5	3	2
Four or more	3	11	2	4	9	4	3	...	3

... Indicates zero frequency

Only 11 per cent of the seniors who took the European History and World Cultures test had not taken at least one semester of world history and some if not all of these were probably among the 55 per cent who had had one or more semesters of European or Modern European history. Of the juniors taking this test 19 per cent had had no world history and 32 per cent no European history. One important fact emerges from these figures: A substantial number of the students who took this test had not had special work in European history but were presumably relying on their background in world history for the portion of the test which related to Europe.

In terms of the type of school attended, those with no world history were more numerous in independent and other schools; 30 per cent coming from such schools in contrast to 8 per cent from public schools and 8 per cent from Roman Catholic schools. Conversely, those who had had no European or Modern European history were more numerous in the group from public and Roman Catholic schools. The geographical distribution of the candidates' schools does not seem different enough to be important for those who had had no world history. More European history is certainly taught in the Northeast because of its location and because of the number of independent schools in the region than in the western part of the country. That more of those who had no European history came from public and Roman Catholic schools and also from schools in the Midwest and West is to be expected.

The amount of background which the students taking the European History and World Cultures test had in the various areas subsumed under the general headings of world cultures for the purposes of this test is difficult to evaluate. The areas are, as described in the questionnaire, North Africa, Southwest Asia (the Middle East—United Arab Republic, Turkey, Saudi Arabia, Israel, etc.); Africa South of the Sahara; East, Southeast, or South Asia (China, Japan, Indonesia, India, etc.); Russian and/or the Soviet Union.[4] The percentages of students who had had no work in these areas are small, ranging from 4 per cent in Russia/Soviet Union to 21 per cent in Africa South of the Sahara for seniors and 4 to 16 per cent for juniors in the same areas. Similarly, the percentage having had more than two weeks of work in these various fields is heartening. That the juniors appear to have had more adequate preparation in world cultures areas than the seniors may indicate that more emphasis was being placed on these areas or it may merely indicate that the juniors who took the test were better prepared than the seniors. The latter suggestion is supported by the figures for all respondents

[4]Latin America is not specifically listed in the Achievement Booklet as an area included in European History and World Cultures.

(Table 12). These figures show that a larger percentage of both juniors and seniors had no work in these areas than was the case with those who took the European History and World Cultures test.

On the basis of their preparation it appears that in general the students replying to the questionnaire had made an intelligent choice between the American History and Social Studies test and the European History and World Cultures test. Practically all of those who took the American History test had had work in American history, most of them two or more semesters, and a considerable number of the seniors had had or were taking work in some other area of the social studies. Because those who took the European History and World Cultures test indicated that their preparation was in either world history or European history or perhaps in both, it is not possible to be as certain of the amount or the exact content of that preparation. It is probably safe to assume that the majority of candidates had had work in some if not most of the areas covered by the test. Only a few of those who took the European History and World Cultures test reported no work in American history; a larger percentage of those who took the American History test reported no work in world history (17%) and/or in European history (73%). This latter percentage may reflect the fact that American history is a required subject in most states whereas European history is not.

Appendix
Details of Design and Administration of Survey

Sampling Plan

All students who had taken College Board achievement tests during the 1965-1966 academic year provided the sampling frame for the survey. The selection procedure provided for drawing nonoverlapping samples of equal size for each subject within an administration, with one restriction: only juniors were to be drawn from the May test population. Also deleted were college and post graduate students, and students attending secondary schools located in areas other than the 50 states. In actual numbers, this meant 975 cases for each subject from the December, January, and May administrations and 675 cases per subject from the March administration.

In case a student took tests at different administrations and thus could have been selected for more than one sample, the student was asked to complete and return only the first questionnaire that he received. Whenever the data from samples taken from several administrations or samples from different tests within an administration were combined for presentation in one of these reports, the responses were weighted in proportion to the total population that they represented.

Sample selection was based on the three-digit number formed by reversing the last three digits of the candidate's registration number. That is, if the registration number was designated by 6543210, then 012 was the number used in sample selection. In order to be included in the sample for a particular test, a student had to have a registration number in which the number 012 belonged to a set of special values. He also had to have an achievement test score, which meant that students who registered but did not take the test were eliminated from the study.

Because of the variability in the total numbers of students who take achievement tests in different subjects, top priority in assigning sets of values was given to the subjects taken by the least number of students. For example, in the May administration the number of candidates was small. In order that large enough sample sizes would be obtained, the acceptable values of 012 for the various tests had to be overlapped. To make sure that even though a candidate qualified for two samples he was selected for only one, top priority was given to German, Latin, Spanish, French, and Biology. In contrast, in the December administration, only the values for German overlapped the other subjects.

Description of the Questionnaire

Each of the eight different questionnaires used in this survey had three parts: Part I described general course work in grades 9 through 12 in seven general areas: English, mathematics, history and social studies, foreign languages (modern and classical), sciences, art and music, and practical arts; Part II provided detailed information on the specific courses taken by the candidates in one of five general areas (area dependent on the test for which the candidate was selected); Part III focused primarily on either course content or methodology in the subject in which the candidate took a College Board achievement test.

The Committees of Examiners participated in preparing the questionnaires as well as in planning their analyses. The answer sheets were scored by DIGITEK.

Each questionnaire was accompanied by a general letter of invitation which emphasized the necessity for accurate information and urged students to seek their teachers' assistance whenever necessary.

Administration of the Questionnaires

A preprinted code number appeared on each Part I answer sheet. This unique candidate number has six digits. The first digit identified the part (Part I, II, or III); the second digit identified the subject and was the same as the number which appeared on the appropriate questionnaire booklet; the remaining four digits identified the candidate.

In mailing the materials, the addresses used were those provided by the students on their registration forms. In most cases, these were the students' home addresses. Care was taken that the mailing label prepared by the computer had the same number as that on the answer sheet for Part I and that the questionnaire booklet number agreed with that part of the candidate number which identified the subject in which he had taken an achievement test.

The access to a special tape was a convenient means for obtaining information such as test scores (including scores on all College Board achievement tests and on the Scholastic Aptitude test), school, and, in some instances, background information on candidate preparation in the subject in which he took the test. It also provided a system for following up on nonrespondents as well as for informing principals as to which students in their schools received questionnaires and which students had not returned completed forms.

Response to Survey

The excellent cooperation of both students and principals resulted in returns from three-fourths of the candidates contacted. However, close to 5 per cent, for one reason or another, were not usable. As noted on the following page, these responses vary—from a low of 61 per cent for those who took the history tests to a high of 76 per cent for those who took the physics test. Accompanying letters from students, teachers, and administrators indicated appreciation of the desire of the College Board to assure all students an equal opportunity of showing on the tests what they had learned, even though their secondary school programs were different.

Additional Comments

As indicated previously, the students submitting data for these reports represent an atypical group of prospective college students. Compared with a national sample of college entrants (College Board Score Reports, 1967-68), they rank close to the 75th percentile on the Scholastic Aptitude test, Verbal and Mathematical.

It is not too surprising to find that this is an extremely able group because, other things being equal, a college that uses achievement tests is likely to have applicants of high academic ability and good preparation.

RESPONSE SUMMARY SHEET

Subject	Number Contacted	Number of Usable Returns	Per Cent Response
English	3,474	2,313	68%
American History European History	5,137	3,079	61
French	3,486	2,600	75
German	3,487	2,579	75
Spanish	3,452	2,447	71
Latin	3,540	2,595	74
Mathematics Level I Mathematics Level II	5,448	3,769	70
Biology	3,379	2,275	68
Chemistry	3,338	2,458	75
Physics	3,373	2,513	76
Totals	38,114	26,628	71%